**Descriptive Language Assessment Sheet – Year 9**

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| **VELS rating** | **5.75** | **5.5** | **5.25** | **5.00** | **4.75** |
| **WRITING** | **5** | **4** | **3** | **2** | **1** |
| **Criterion 1**  Knowledge and control of the descriptive language, (language and sequencing of events). | Clear focus on chosen subject which has significance to the student. Excellent use of adjectives and clear sentence structure. | Clearly defines the chosen subject and shows reasonable use of adjectives and reasonable sentence structure. | Refers to the chosen subject but doesn’t use adjectives effectively to paint a picture to the reader. | Retells a sequence of events without using descriptive language to engage readers. | Does not tell an interesting story. Student has not included much if any descriptive language. |
| **Criterion 2**  Use of specific figurative language such as metaphors and similes. | Student has included numerous examples of metaphors and similes and has used sufficient forms of figurative language to effectively describe their topic. | Student has included several metaphors and similes and has used adequate forms of figurative language to describe their topic. | Student has included a number of metaphors and similes but has not used other forms of figurative language to describe their topic effectively. | Student has included some examples of metaphors and similes without the support of adequate figurative language to express the chosen theme. | Student has not grasped the effectiveness of similes and metaphors |
| **Criterion 3**  Control and cohesion of ideas | Student has shown a very high level ability to extend and explore an idea in a controlled manner | Student has shown a high level ability to extend and explore an idea in a controlled manner | Student has shown a satisfactory ability to extend and explore an idea in a controlled manner | Student has shown some ability to extend and explore an idea in a controlled manner Student | Lack of cohesion and little elaboration of key ideas |
| **Criterion 4**  Control of the conventions of the English language such as spelling and punctuation. | Thoroughly fluent with few minor errors. Spelling, punctuation and grammar are of an excellent standard. | Good control of sentence structure with few minor errors in spelling and grammar throughout. | Competent language use with few errors in spelling and grammar. | Meaning obscured by poor expression and mechanical errors in spelling and grammar. | Many basic errors. Poor spelling and punctuation. |
| **marks** | A  (12 months ahead) | B  (6 months ahead) | C  (Expected Level) | D  (6 months behind) | E  (12 months behind) |

Comments: